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the Roman Empire. If this fact has been systematically introduced to the pupil's mind in its varied aspects, it will not be difficult for the teacher to show how greatly her pupils are helped in the understanding of recent history and present political conditions by their acquaintance with the great imperial state of the past.

II. TRAINING IN ENGLISH

Latin is often said to be "harder" than most modern languages. Due to this very fact,—to the great difference in construction between the Latin and the English sentence—translation from Latin, oral or written, gives the pupil constant and exacting practice in English composition. Of course this is fully true only if really good English is insisted on in translations, as it certainly should be.

III. PREPARATION FOR THE STUDY OF MODERN LANGUAGES

A knowledge of Latin is obviously of great advantage to a student of French, Spanish, Portuguese or Italian, all of which are descended directly from Latin. This is more important now than ever before, as the downfall of Germany has developed closer relations between the United States and France, and has increased our interest in the markets of South America, where Spanish and Portuguese are spoken.

It is a proved fact that a thorough knowledge of Latin makes it possible to acquire a good reading knowledge of any one of these languages in a month's time. After this reading knowledge is acquired, ability to speak the language is merely a matter of practice.

So that the Latin teacher can show the doubting pupil that, when he is studying Latin, he is gaining a knowledge of History, Politics, English, French, Spanish, Portuguese and Italian, as well as of a great literature of the past. On this basis, comparison with courses which are offered to the student as a substitute for Latin may confidently be challenged.—C. W. KEYES.

THE EFFECT OF TRANSLATION ON STYLE

MACAULAY attributes Pitt's unrivaled power in selected and well arranged words to his persistent practice of translating the Classics. He, at the same time, indicates how to translate a language not one's own:

"The classical studies of Pitt were carried on in a peculiar manner, and had the effect of enriching his English vocabulary, and of making him wonderfully expert in the art of constructing correct English sen-

tences. His practice was to look over a page or two of a Greek or Latin author, to make himself master of the meaning, and then to read the passage straight forward into his own language. This practice, begun under his first teacher, Wilson, was continued under Pretymann. It is not strange that a young man of great abilities, who had been exercised daily in this way during ten years, should have acquired almost unrivaled power of putting his thoughts, without premeditation, into words well selected and well arranged."—G. K. G. H.

LATIN QUOTATIONS

THE expressions following have been found in American newspapers and magazines. Can the high school students of Latin give their meanings? *Castigat ridendo; status quo ante; quantula sapientia mundus regitur; sui generis; ne supra crepidam sutor; coelum non animam mutant qui trans mare currunt; argumentum a silentio; ex cathedra.*—G. A. H.

THE ENGLISH TEACHERS' COLUMN

[The purpose of this column is to afford high school teachers and the instructors in the University an opportunity to exchange experiences, information, and opinion regarding the teaching of English. Contributions are encouraged, and questions about any phase of English teaching are invited. The members of the Freshman English staff in the University will be glad to serve high school teachers of English in any way they can through this column of the JOURNAL. What problems of English teaching are giving you most concern? Have you tried any special methods or devices that have proved successful? Questions and contributions for this column should be addressed directly to the editor of the JOURNAL.—N. W. W.]

THE RELATION OF EXERCISE WORK IN ENGLISH TO THEME

THE ineffectiveness of exercise work in English, so far as improvement in the pupil's writing ability is concerned, is often a sorely perplexing problem to the high school teacher. Let us suppose that the pupil has had assigned a series of sentences in which faults in parallelism or coördination occur. He corrects the faults with which the exercise deals, but he perpetrates spelling errors which he would never make if he were composing a theme in which orthography is insisted upon. Or the pupil may be asked to rewrite a sentence like the following: "He said that the peasants are lazy, uneducated, and that they are intensely conservative"; and he reconstructs, "He said